

Accreditation Visit for Professional Preparation Programs at High Tech High Graduate School of Education

June 26, 2009

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at High Tech High Graduate School of Education. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation with Stipulations** is made for the institution.

Common Standards and Program Standard Decisions For all Programs offered by the Institution

	Standard Met	Standard Met with Concerns	Standard Not Met
Standard 1: Education Leadership		X	
Standard 2: Unit and Program Assessment and Evaluation	X		
Standard 3: Resources	X		
Standard 4: Faculty and Instructional Personnel		X	
Standard 5: Admission		X	
Standard 6: Advice and Assistance	X		
Standard 7: Field Experience and Clinical Practice		X	
Standard 8: District-Employed Supervisors	X		
Standard 9: Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Single Subject	32	17	4	

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
 - Preparation of the Institutional Self-Study Report
 - Selection and Composition of the Accreditation Team
 - Intensive Evaluation of Program Data
 - Preparation of the Accreditation Team Report
-

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: High Tech High Internship Program

Dates of Visit: May 11-14, 2009

**Accreditation Team
Recommendation:** Accreditation with Stipulations

Rationale:

The unanimous recommendation of Accreditation with Stipulations was based on a thorough review of the institutional self-study; additional supporting documents available during the visit, interviews with administrators, faculty, candidates, graduates, and local school personnel with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards—

The total team reviewed the nine common standards. All common standards were met with the exception of Common Standards 1, 4, 5 and 7 which were met with concerns.

Program Standards –

Discussion of findings and appropriate input by individual team members and by the total team membership was provided for the single subject program. Following these discussions, the total team considered whether the program standards were Met, Met with Concerns, or Not Met. In the Single Subject Program, seventeen standards were “Met,” and four standards were “Met with Concerns.”

Overall Recommendation –

Since nearly half of the common standards were met with concerns and several of the program standards were met with concerns, the recommendation is Accreditation with Stipulations.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

Initial/Teaching Credentials:

Single Subject Internship

Staff recommends that:

- The institution's response to the preconditions is accepted.
- High Tech High is permitted to propose new credential programs for approval by the Committee on Accreditation.
- High Tech High continues in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.
- High Tech High provides evidence of a recruitment plan for attracting ethnically and culturally diverse instructional personnel.
- High Tech High provides evidence of a process for encouraging and supporting applicants from diverse populations.
- High Tech High provides evidence that candidates are afforded opportunities to participate in fieldwork in settings other than the HTH community.
- High Tech High provides evidence that the HTH single subject intern program establishes collaborative partnerships with other education institutions.
- High Tech High provides evidence that candidates are provided with opportunities to “use assessments... for individualized content-based reading instruction in order to monitor student progress and demonstrate the linkage between assessment and instruction.”
- High Tech High provides evidence that the Intern teachers are provided with opportunities to observe and/or participate in “...classrooms in hard-to-staff and/or underperforming schools.”

Accreditation Team

Team Leader:	Cathy Buell California State University San Jose
Common Standards Cluster:	Katie Croy Point Loma University
Basic/Teaching Programs Cluster:	Jose Lalas Redlands University David Tamori Oroville Union High School District
Staff to the Visit	Rebecca Parker

Documents Reviewed

Institutional Self Study
Course Syllabi
Candidate Files
Follow-up Survey Results

Schedule of Classes
Advisement Documents
Instructional Personnel Resumes
Biennial Report

Interviews Conducted

	Basic/ Teaching Cluster
Instructional Personnel	16
High Tech High Charter Organization Administration	25
Interns	19
Graduates	16
Employers of Graduates	35
Mentors	26
Advisors	0
High Tech High School Administrators	15
Credential Analysts and Staff	3
Advisory Committee	7
TOTAL	162

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

High Tech High Organization

High Tech High (HTH) was launched in 2000 by a coalition of San Diego business leaders and educators concerned about the challenge of finding qualified individuals for the high-tech work force. The group was particularly concerned about the low numbers of women and ethnic minority groups entering math, science, and engineering fields. The roots of the HTH program and curriculum lie in earlier (1996-99) work in the New Urban High School Project (NUHS), an initiative of the U.S. Department of Education's Office of Vocational and Adult Education in 1996-99. The aim of that project was to select, study, and assist six inner-city high schools that were using school-to-work strategies, such as internships and other forms of field work, as a lever for whole-school change. The HTH model develops charter schools that create personalized, project-based learning environments that integrate technical and academic education, prepare students for future education, and create a sense of community engagement and responsibility. HTH intends to demonstrate "...how education can be redesigned to ensure that all students graduate well prepared for college, work, and citizenship."

The founders understood that in creating these schools, they were creating a culture that was contrary to the "default" culture of schooling. They also understood that schools are not closed systems, but are profoundly influenced by external pressures such as post-secondary entrance

requirements, teacher training practices, standardized testing, and community pressures. In order to help their schools “control their own destiny,” the organization strives to manage the impact of these external influences by understanding and articulating them to their school community. That is why the organization secured approval from the state to certify its own teachers.

There are currently eight HTH schools (five high schools, two middle schools, and one elementary school) serving approximately 2,500 students, with about 300 employees. To date, 100% of HTH graduates have been accepted to college, 80% to four-year institutions. HTH is the first charter management organization to operate its own Graduate School of Education (GSE) and to be approved as a statewide benefit charter organization by the State Board of Education.

Education Unit

High Tech High District Internship Program

The High Tech High District Internship Program (HTHDI) is sponsored by the High Tech High Graduate School of Education. The mission of the HTHDI is to prepare teachers who can work with colleagues and communities to develop innovative, authentic, and rigorous learning environments. The internship program seeks to develop teachers who understand the integration of technical and academic studies by providing directed, on-the-job training in a project-based curriculum. The accreditation team focused on the single subject intern program although the organization was recently approved to provide a multiple subject intern program.

High Tech High is the first charter school in California that has been authorized to fully credential teachers. The program is available to High Tech High charter school teachers as well as those who come from partner schools beyond the High Tech High community.

**Table 1
Program Review Status**

HTH District Intern Program	First Year	Second Year	Total Enrollment	Faculty
2006-2007	9	15	24	
2007-2008	17	7	24	
2008-2009	14	15	29	

No information was provided to describe the demographics of the intern candidates. During the 2008-09 year, eight of the instructional personnel were full-time HTH staff and three were adjuncts.

Program Name	Program Level (Initial or Advanced)	Number of program completers (2007-08)	Number of Candidates Enrolled (2007-08)
Single Subject	Initial	7	15

The Visit

The visit began on Monday, May 11, 2009 and ended on Thursday, May 14. The schedule was modified to accommodate Mother's Day on Sunday, May 10. The team met at the hotel for lunch and to begin the process of team development. The team drove to HTH and received an orientation to the document room and to the school's IT system. After spending some time in the document room, the team enjoyed a reception provided by the organization during which they learned about the history of the HTH charter organization and received an orientation to the intern program.

Data collection started on Tuesday and continued through Wednesday morning. On Wednesday morning, the team lead presented the Mid-Visit Report to the Director of Credentialing and Teacher Development. On Wednesday evening the team met to discuss all standards and programs. Consensus was reached on all standard findings and an accreditation recommendation. The Exit Report was held on the HTH main campus at 10:00 a.m. on Thursday, May 14, 2009.

Common Standards

Standard 1: Educational Leadership

Standard Met with Concerns

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Findings

The education unit, referred to in the remainder of the document as HTH (High Tech High Charter School), has articulated an alternative teacher training program that aligns with the California state standards and curriculum frameworks. The requirements for certification of their teachers are clearly defined and shared with all involved in the process of the on-site teacher certification.

The vision/mission is “. . . to prepare teachers to facilitate student learning in an environment that integrates technical and academic education, prepares students for postsecondary education, and creates a sense of community engagement and responsibility.” Statements in written documents indicated that HTH has an intern credential program that consists of “a partnership between High Tech High communities . . . and the University of San Diego.” The vision statement provides direction for the program. However, minimal/to no evidence was found supporting the referenced partnership with the University of San Diego (USD). References were made regarding a joint effort shared by HTH and the University of San Diego (USD) to create an advisory board and evidence was found that one person from USD was recently added to the reestablished board. The program design indicated that mentors, instructional personnel, and advisors would participate from USD. However, there was no evidence that individuals from USD are currently part of the program. A fully functioning advisory board was not evident. Reestablishing the advisory council and the relationship with USD and/or other outside institutions is planned by the current Director of Credentialing and Teacher Development.

Currently, HTH has one program, the single subject intern credential. Support is readily available throughout the unit as evidenced by the input received during interviews of leaders, interviews of interns, and review of documents.

Review of documents, interviews with interns and the credential analyst have provided evidence that the unit has a formal process in place that ensures all candidates have completed the state requirements to obtain the credential being requested. Checklists and exit interviews confirmed the accuracy of the data collected prior to recommendation for a teaching credential.

Rationale

The vision statement provides direction for the program. However, minimal/to no evidence was found supporting the referenced partnership with the University of San Diego (USD). The program design indicated that mentors, instructional personnel, and advisors would participate from USD. However, there was no evidence that individuals from USD are currently part of the program. In addition, a fully functioning advisory board was not evident.

Standard 2: Unit and Program Assessment and Evaluation

Standard Met

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completion performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

The assessments at HTH are conducted using self report items including intern surveys and TPAs. Course evaluations from candidates are collected to inform the administration on faculty effectiveness. An on-line state survey of mentors (intern support providers), survey of interns inclusive of adequacy of support, helpfulness of courses, relationship of mentors, and helpfulness of teaching videos of interns in their classes are rated for effectiveness.

Survey data from interns currently in the program indicated that the program prepared them well. However, interviews with interns indicated that some felt extremely well prepared to teach within the HTH community but were less confident of their preparation to teach outside of HTH. Data collected from the course evaluations and the state survey indicated that insufficient time was available for mentor meetings and some courses were viewed as needing improvement. Data reviewed guided the intern planning team to change the sequence and duration of courses and extend the methods class to nine classes from four.

Focus group processing led to a change in the performance assessment format with a move from the CalTPA to the PACT system which better meets the teaching schedule of the interns and project based, interdisciplinary learning.

Subject specific pedagogy was rated as low on the survey. In response to this rating the planning team worked to design agendas for five mentor meetings with mentor seminars focused on supporting teachers with subject matter as the focus.

Intern and mentor interviews indicated a lack of consistency regarding data collection of intern/mentor meetings. As a result, in 2008/2009, mentors were asked to complete written observations of their interns and submit the observation summaries to their site director for review.

HTH uses State survey and coursework evaluations to assess the effectiveness of the operation of the Intern program. In the State survey, the credential candidates expressed the need for more time to work with their mentors and better delivery of subject specific pedagogy coursework.

Results from course work evaluations revealed the students dissatisfaction with the course on Assessment and Evaluation.

HTH responded to the data collected by identifying the following action steps for program improvement plans: provide support to better assist the Intern teachers on PACT preparation and submission, extend coursework and improve delivery of subject specific pedagogy, revisit mentor roles and responsibilities and target mentor training to offer ideas for supporting subject specific pedagogy, increase number of observations, emphasize assessment strategies, and revisit the purpose and the syllabus for each course.

Standard 3: Resources

Standard Met

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

HTH supplies adequate funds, qualified personnel, and facilities to insure candidates are prepared and programs are well supported. Currently, the intern program coursework is free to HTH interns. Instructional personnel are primarily qualified HTH teachers who are compensated and members of the leadership team. The impact of the freeze in state funding for interns is being reviewed by the administration and board to determine next steps with respect to the no-cost internship credential at HTH.

Instructional personnel have access to and integrate technology and utilize current on-line/electronic documents to support their teaching and their professional development. The school sites are well-equipped with a variety of technology resources. Sites with MOUs whose interns are unable to attend classes on-site expressed concerns regarding adequate technology connections to insure uninterrupted projection of the intern classes. Comments included “missing too much of the class.”

Additional resources are allocated to hire outside instructional personnel as needed as well as scorers for the teaching performance assessment.

In conversations with HTH leadership, it was evident that HTH has a commitment to ongoing support of their internship program and the development of additional internship programs as needed.

Standard 4: Faculty and Instructional Personnel

Standard Met with Concerns

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Documents in the exhibit room and interviews with supervisors and instructional personnel revealed that all who teach in the intern program are appropriately qualified. The instructors hold advanced degrees and have K-12 experience.

Interviews with interns indicated that the instructors are regarded highly by the candidates and viewed as modeling best practices with an emphasis on project-based teaching linked to K-12 standards. Concepts and best teaching practices learned in the intern classes are implemented in the interns' classroom during the week and reflected upon in future class sessions.

Instructional personnel were interviewed and resumes reviewed and all instructional personnel were found to be knowledgeable about their subject. Instructors represent gender equity and are also knowledgeable about diversity. However, the instructors do not reflect the diverse HTH school community culturally or ethnically. The team was unable to find evidence of a recruitment plan that shows how HTH is making a concerted effort to pursue ethnically and culturally diverse instructors.

Interviews with faculty and the recently reestablished advisory board indicated that collaboration with the K-12 community outside of HTH was somewhat limited. Evidence was found that changes are being planned for the future and implementation of collaboration with area schools outside of the HTH community are being established

Interviews with administrators and members of the advisory board indicated that the instructors are evaluated by interns on a regular basis, at the end of each class. Less than favorable evaluations and limited effectiveness resulted in electing not to rehire instructors. Examination of evaluations indicated that candidates view their classes as providing adequate preparation to teach students in California.

Rationale:

The instructional personnel do not reflect a diverse society, culturally or ethnically. The team was unable to find evidence of a recruitment plan that shows how HTH is making a concerted effort to pursue ethnically and culturally diverse instructors.

Standard 5: Admission

Standard Met with Concerns

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings:

The applicants for positions at High Tech High come from a variety of professional fields and with a myriad of life experiences – a diversity of experiences that have provided the individuals with opportunities to develop diverse perspectives. A review of the HTH website and the Application for Admission to the Teacher Intern Program confirms that potential interns are informed that they must meet all of the Commission-adopted requirements, including subject matter competency, CBEST, college degree, U.S. Constitution, and background check. In addition, applicants participate in a rigorous day of interviewing that includes teaching a model lesson and talking with HTH students, current teachers, and HTH leadership. During the interview process, applicants are expected to demonstrate effective communication skills and potential for professional effectiveness in a project-based environment. Most applicants apply because they have heard about HTH through word-of-mouth and/or have been encouraged to apply by a HTH teacher or leader. There is no evidence that the process in place encourages and supports applicants from diverse populations.

In addition, HTH has partnered with Helios Tech, a comprehensive, web-based teacher information management and reporting system which gives HTH the capability to manage admission information as well as address compliance issues and track teacher performance.

Rationale:

There is no evidence that the process in place encourages and supports applicants from diverse populations.

Standard 6: Advice and Assistance

Standard Met

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate's professional placement. Appropriate information is accessible to guide each candidate's attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Findings

Most applicants to the High Tech High Intern Program are newly hired teachers at one of the HTH sites. They have been selected via a rigorous application process that included submission of required documents, initiation to the HTH mission, and demonstrated potential. Advising begins once the individual is hired. A review of documents reveals that recently designed seminars and advising materials have helped prepare site directors and HR personnel to advise individuals of the expectations for performance as teachers as well as participants in the academic/professional preparation for earning a credential.

The intern curriculum is a set program that all interns follow. The courses are designed to support professional development and keep interns informed about program expectations and requirements. Additionally, a course was recently designed to offer interns support specific to understanding and completing the teaching performance assessment adopted by HTH – PACT. Interns receive support from assigned mentors and teaching colleagues as well as from site directors, HTH leadership team, and the Director of Credentialing and Teacher Development. Interns who have problems are provided with support for continuing professional development from multiple sources. Individuals who are not suited for the HTH project based curriculum and/or community participation are not retained or self-select out of the program.

Standard 7: Field Experience and Clinical Practice

Standard Met with Concerns

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all students effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Findings

Candidates in the HTH intern credential program are teachers of record. The candidates teach a full day, complete education courses, participate in professional development activities, and teach in summer sessions. During this time, candidates are assigned a trained mentor, and establish collegial partnerships with peers providing additional support at their school site. Content of mentor/intern meetings, intern courses, and professional development activities completed by the interns reveals that feedback and assistance are being provided that enable

interns to support their students' academic achievement, including meeting state adopted academic standards.

Interns are assigned to a paid teaching position at a school site that meets the needs of the school and corresponds with the talents of the intern. School sites are limited by the scope of the HTH organization.

Examination of documents and interviews with stakeholders suggest that the range of support experienced by each candidate is dictated by their demanding schedules.

Interns are afforded the opportunity to visit other levels and classes in the HTH village. However, the team did not find evidence that interns of HTH are provided opportunities to visit other types of schools and observe the factors that affect school climate, teaching, and learning beyond the HTH model. A few candidates shared a concern that some HTH candidates may not be prepared to teach in other settings.

Rationale

There is no evidence that candidates are afforded opportunities to participate in field work in settings other than the HTH community and to observe factors that affect school climate, teaching, and learning.

Standard 8: District-Employed Supervisors

Standard Met

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Findings

At High Tech High, a district-employed supervisor, called a mentor, is provided for each intern. Interviews with mentors, interns, directors, and a review of the resumes indicate that the mentors are experienced teachers, in most cases members of the High Tech High community, and whenever possible in the same building and in the same subject area. Mentors at the other campuses (Chula Vista and North County) are selected by the directors and at High Tech LA, by the principal. There are basic criteria for selection that include years of teaching experience, an understanding of the High Tech High vision and goals, and a clear credential. Recently, seminars on mentoring and support have been provided to mentors, either in person or by video. Mentors are expected to complete weekly meetings with interns and document discussions with a collaborative log or other written summary. There is no formal evaluation process for mentors. As indicated by one of the mentors, "asking is the norm" in the High Tech High culture. Interns, mentors, and teachers participate in ongoing reflection on their practice and their contribution to each other's professional development.

Survey results and interviews with interns, mentors, and leadership identified some concerns about inconsistency in the selection of mentors, the regularity of interaction between some

mentors and their interns, the systematic collection of evidence of collaboration, and the availability of supervisory orientation and training for all mentors.

A revised system of mentoring that includes specially prepared Lead Mentors at each site to take on supervisory roles and oversee the mentor pairs has been designed with the intent to begin in the next academic year.

Standard 9: Assessment of Candidate Competence

Standard Met

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Findings

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Aside from completing all the required documents and passing all the required coursework and fieldwork, the intern teachers are required to complete and share their Teacher Presentation of Learning (TPOL). Additionally, the intern teachers' competence in their teaching practice or fieldwork is reflected in the observation notes template used by the supervising practitioner (mentor, principal, or director) that has focus areas including: coherence, clarity, management, questions, discussion, student presentation, evaluation, participation, engagement, project design, rigor, personalization, common intellectual mission, adult world connection, and reflective practice that are carefully aligned and connected to the TPE and the CSTP. In addition, the HTH intern teachers' knowledge and skills in demonstrating the California Teaching Performance Expectations (TPEs) are measured using the Performance Assessment for California Teachers (PACT). Interviews with Intern teachers, graduates, instructional personnel, mentors, and principals or program directors revealed that HTH credential candidates are well prepared and highly motivated in working with all students including the English language and special needs learners.

Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards. HTH's Individual Learning Plan (ILP), Intern Completion Form, descriptions of coursework and practicum experiences, PACT, and other admission and completion requirements published in the HTH Intern Handbook indicate that HTH credential candidates meet the Commission's competency requirements.

Single Subject Internship Credential Program

Findings on Standards:

High Tech High is authorized by the California Commission on Teacher Credentialing to recommend teachers for single-subject credentials in Mathematics, Science, English, Social Science, Spanish, Mandarin, Physical Education, and Art after completing all intern requirements at HTH or other HTH-affiliated school. This Intern Program is a two-year program which begins with a series of pre-requisite intensive seminars on essential topics such as classroom management, differentiated instruction for the English language, and special needs learners, project-based learning, working with mentor teachers, and classroom preparation taken prior to becoming the teacher of record and enrolling in the required intern coursework. All HTH Intern Program participants must be employed at least 50% as a teacher of record at HTH or HTH-affiliated school. All of the intern courses are tuition-free; interns are required to attend all classes and complete all coursework. In kind, interns teach one session of summer school. All interns complete the Performance Assessment for California Teachers (PACT).

HTH Intern Program participants complete a comprehensive sequence of coursework and supervised fieldwork culminating in a digital portfolio and presentation of learning or exit performance, with support from a Mentor Teacher throughout the duration of the program. The coursework includes teaching methods, reading and writing across the curriculum, technology including electronic portfolio development, healthy environments, preparation to teach ELL, philosophy of education, technology in instruction, portfolio development, and PACT support seminar.

Internship or teaching practicum courses cover the extensive “fieldwork” component of the program. This two-year practicum runs concurrently with the required set of coursework with weekly meetings with mentor.

This hands-on teacher training program assesses intern candidates extensively using formative and summative measures which include passing all the required courses, creating a digital portfolio, remaining as a teacher of record in HTH or HTH-affiliated school, participating in weekly meetings with mentor, completing the Presentation of Learning, and passing the PACT.

After a review of the institutional report, supporting documentation, the completion of interviews with intern teachers, graduates, instructional personnel, employers, mentors, principals or program directors, and the school leadership team, the accreditation team determined that all the program standards are fully met for the HTH Single Subject Intern Program with the exception of the following:

Standard 2 – *Met with Concerns*

While the program document recognizes the importance of establishing collaborative partnerships with other educational institutions, it is clear HTH lacks the active involvement of institutes of higher education (IHEs) and other educational institutions.

Standard 7 – *Met with Concerns*

Although the textbook and class materials and discussions seem to cover the topics of reading diagnosis, academic literacy, and other developmental approaches to reading, the intern teachers are not provided with opportunities to “use assessments... for individualized content-based reading instruction in order to monitor student progress and demonstrate the linkage between assessment and instruction.” There is no evidence that the Intern teachers are exposed to hands-on use of reading diagnosis instruments.

Standard 14 (formerly standard 15) – *Met with Concerns*

There is no evidence that the Intern teachers are provided with opportunities to observe and/or participate in “...classrooms in hard-to-staff and/or underperforming schools.”